DOCUMENT RESUME

ED 369 408 IR 054 988

TITLE	Iowa Governor's Pre-White House Conference on Library and Information Services Proceedings (Des Moines, Iowa, April 30-May 2, 1991).
INSTITUTION	Iowa State Library, Des Moines.
PUB DATE	91
NOTE	50p.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Access to Information; Adult Literacy; Elementary Secondary Education; Financial Support; Information Literacy; Information Technology; Learning Resources Centers; Library Administration; Library Cooperation; Library Networks; Library Planning; *Library Services; Library Standards; Library Technicians; Preservation; Publicity; Public Libraries; School Libraries; *State Libraries; Telecommunications; User Needs (Information)
IDENTIFIERS	Iowa; Library Funding; National Research and Education Network; *White House Conference Library Info Services

ABSTRACT

This proceedings from the 1991 Iowa Governor's Pre-White House Conference on Library and Information Services contains a conference overview; a list of conference delegates; the conference program; national, state, and local recommendations made at the conference; and the keynote address by Nicky Stanke. The following issues were addressed in the national recommendations: the National Research and Education Network (NREN); publicity for libraries; school library media centers; information literacy; adult literacy; library funding; library standards; policymaking in libraries; Braille; meeting the information needs of deaf citizens; preservation; and historical issues. Topics addressed in the state recommendations were public records; historical information; telecommunications; library support staff; library cooperation; library funding; school media centers; library collections; and library planning. Issues addressed in local recommendations were accessibility for the disabled and adapted technology. (JLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

IR

ED 369 408

PROCEEDINGS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IOWA GOVERNOR'S PRE-WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

INFORMATION IOWA

The State Library of Iowa

1991

IR054988

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sharman B. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

BEST COPY AVAILABLE

PROCEEDINGS

IOWA GOVERNOR'S PRE-WHITE HOUSE
CONFERENCE ON
LIBRARY AND INFORMATION SERVICES

Des Moines, Iowa
1991

TABLE OF CONTENTS

Conference Overview.....2
Conference Delegates.....4
Conference Program.....6
National Recommendations.....8
State Recommendations.....30
Local Recommendations/Summary.....45
Governor's Conference Address.....48
Steering Committee for State Conference.....50
Steering Committee Sub-Committees.....51

National delegates and alternates are, from left, Karen Keninger(and "Copper"), Greer Fry, Elaine Rockwell, Ted Healey, Carol French Johnson, Sen. Richard Varn, Peggy Pinder, Clarke Goltz, Elaine Estes, Richard Schneider, Ruie Chehak, and Ann Swanson.

BEST COPY AVAILABLE

CONFERENCE OVERVIEW

STEERING COMMITTEE AND SUB-COMMITTEES

In January of 1990, a Steering Committee of 25 librarians and trustees began planning for the Iowa Governor's Pre-White House Conference on Library and Information Services. The theme chosen for the conference was "Iowa Libraries, Your Access to Information: Information Policy for Literacy, Productivity and Democracy."

The work of the Steering Committee was accomplished by six sub-committees. The Public Relations committee produced and distributed delegate application forms and promoted awareness of the conference. The Delegate Selection and Orientation committee used national guidelines to select 120 delegates to the Iowa conference, distributed information to the delegates, established a mentor system for state delegates and conducted the process of nomination and election of eight national delegates. The Position Papers/Proceedings committee published a comprehensive set of issue papers, the "Pre-Conference Papers," for delegate education on issues related to literacy, productivity and democracy. The Program committee planned the conference program and arranged for speakers, facilitators, presenters and exhibitors. The Rules and Recommendations committee developed a manual of parliamentary procedures for finalizing recommendations and developed rules for election of national delegates. The Local Arrangements committee was responsible for lodging, meals and meeting rooms. These committees met on a regular basis during the eighteen months of planning. Steering Committee members also served as mentors for the delegates and as volunteers during the conference.

DELEGATE SELECTION AND DELEGATE CHARACTERISTICS

Beginning in July of 1990, invitations to apply to be delegates to the Iowa Governor's Conference on Library and Information Services were distributed throughout the state. The Delegate Selection committee reviewed the delegate applications submitted by 354 interested Iowans, representing the following categories: General Public, 51; Government Official, 64; Library Supporter, including Trustees, 66; Librarians, 173. Each applicant's statement of why they were interested in being a delegate was read and scored by at least two members of the committee prior to selection of delegates. The score reflected awareness and advocacy. A computer-assisted process of selection included consideration of applicant scores and various criteria. Delegates were recommended by the committee. Governor Branstad accepted the recommendations of the committee and issued an invitation to each delegate to attend the conference.

Delegates were selected in the following categories: General Public, 30; Government Officials, 30; Library Supporters, 30; Librarians, 30, including School (10), Public (11), Academic (5) and Special (4).

Congressional districts of the delegates were as follows:

District	1	2	3	4	5	6
Delegates	20	19	23	19	19	20

Age groups represented were:

Under 19	= 2
19 - 29	= 2
30 - 44	= 49
45 - 59	= 35
Over 60	= 31
No age given	= 1

There were more females selected than males, but final selection was at the same percentage as the total number of applicants: Females, 83; Males, 37. Nacionalities represented were: Blacks, Caucasian, East Indian, and Hispanic. There were 3 blind, 3 hearing impaired, and 2 physically handicapped delegates selected. At least five alternates were chosen in each category. Several of these were asked to attend the conference in place of delegates who were unable to attend.

Sizes of community represented were as follows:

0 - 499	= 3		
500 - 1,000	= 2		
1,000 - 2,500	= 11	Communities under 10,000	= 51
2,500 - 5,000	= 11	Communities over 10,000	= 69
5,000-10,000	= 20		
10,000-25,000	= 10		
25,000-50,000	= 18		
50,000 & over	= 41		
Rural route	= 4		

THE CONFERENCE PROGRAM

Official delegates, special delegates, observers, facilitators, volunteers, exhibitors and staff met at the Savery Hotel in Des Moines on April 30-May 2, 1991. Tuesday evening, the delegates were welcomed to the conference and given background on the Iowa Pre-White House Conference and the national White House Conference. Exhibits on the conference themes were available on Tuesday and Wednesday, including numerous technology displays, tables of materials for and about literacy, and a display on democracy and intellectual freedom.

On Wednesday, delegates were assigned to groups to learn more about literacy, productivity and democracy from subject specialists and to begin formulating concepts for recommendations with the assistance of professional facilitators. On Wednesday afternoon, the delegates broke into voluntary caucus sessions to write recommendations, due Wednesday evening. While conference volunteers began the task of preparing the initial 58 recommendations for Thursday morning, the delegates turned their attention to the 37 candidates for national delegate, each of whom provided a written biography and gave a brief presentation at dinner.

On Thursday morning, a complete set of the initial recommendations was provided to every delegate. During the morning sessions, the recommendations in each of the three categories were reviewed, amended, and either approved for discussion at the final session or rejected. On Thursday afternoon, the conference as a whole considered 44 recommendations, of which 41 were approved or approved as amended. The 22 recommendations dealing with national issues were prioritized by the delegates and forwarded to the national White House Conference.

NATIONAL DELEGATES

Conference delegates voted for two national delegates in each of the four categories. The eight delegates and four alternates were announced at the close of the final session. In the General Public category, delegates were Karen Keninger, Newton; Elaine Rockwell, Des Moines; and alternate Ruie Chehak, Cedar Rapids. In the Government category, delegates were Senator Richard Varn, Solon; Peggy Pinder, Grinnell; and alternate Richard Schneider of Fairfield. Delegates in the Supporter category included Clark Goltz, Ossian; Ted Healey, Cedar Rapids; and alternate Greer Fry, Cedar Rapids. In the Librarian category were Elaine Estes, Des Moines; Carol French Johnson, Cedar Falls; and alternate Ann Swanson, Mason City. Clark Goltz was elected chair of the delegation. State Librarian Shirley George and Bill Jackson, Director of the Department of Cultural Affairs, also attended the national conference. The national White House Conference was held July 9-13, 1991, in Washington, D.C.

CONFERENCE DELEGATES

NAME		CITY	CATEGORY
Janet	Adams	Webster City	Government
Karen	Alderson	Marion	Librarian
Virginia	Arrasmith	Guthrie Center	General Public
Kathleen	Chapman	Cedar Rapids	Government
Ruie	Chehak	Cedar Rapids	General Public
Marty	Clark	Waterloo	Supporter
Joanne	Comito	Carroll	Supporter
Linda	Corey	Cedar Rapids	Supporter
Dean	Crocker	Ankeny	Government
Hazel	Crocker	Ankeny	Government
Sister Kevin	Cummings	Sioux City	Librarian
Joyce	Daniel	Sioux Center	Government
E. Harold	Daniel	Davenport	Supporter
Betty	Davids	Buffalo Center	Supporter
George	Day	Waterloo	Supporter
Karen	Dole	Mason City	Librarian
Carolyn	Dullard	Vinton	General Public
Ileen	Dunnington	Sioux City	General Public
Margaret	Durst	Lake View	Supporter
Gerald	Edgar	Garner	Government
Joyce	Engelkes	Sibley	Librarian
Ron	Enger	Treynor	Librarian
Karol	Erdmann	Waterloo	Supporter
Elaine	Estes	Des Moines	Librarian
Julia	Falk	Shenandoah	General Public
Duane	Fenstermann	Decorah	Librarian
Dixie	Fishbaugh	Shenandoah	Supporter
Greer	Fry	Cedar Rapids	Supporter
Jean	Funck	Burlington	Supporter
Lois	Goetz	Keokuk	Supporter
Ella Mae	Gogel	Cedar Falls	Government
Monica	Gohlinghorst	Council Bluffs	Supporter
Phyllis	Goldberg	Shenandoah	Government
Clark	Goltz	Ossian	Supporter
John	Groninga	Mason City	Government
Cheryl	Hansen	Clear Lake	Supporter
Monie	Hayes	Mt. Pleasant	General Public
Dawn	Hayslett	Ames	Librarian
Edward	Healey	Cedar Rapids	Supporter
Laura	Hemmes	Waverly	Government
Don	Hermann	Bettendorf	General Public
Donna	Hirst	Iowa City	Librarian
John	Houlahan	Sioux City	Librarian
Georgia	Houseman	Burlington	Librarian
Laurie	Howland	West Des Moines	General Public
Julie	Huiskamp	Cresco	Librarian
Maude	Hutchinson	Marion	General Public
Barbara	James	Des Moines	Supporter
Bridget	Janus	Cedar Rapids	Librarian
John	Jennewein	Iowa City	General Public
Jane	Johnson	Reinbeck	Government
Carol	Johnson	Cedar Falls	Librarian
Peggy	Johnson	Sioux Center	Librarian
Merry	Kahn	Maquoketa	Librarian
William	Kautzky	Ankeny	Supporter
Norman	Kelinson	Bettendorf	Supporter
Mary	Kelly	Pocahontas	General Public
Anthony	Kelly	Sioux City	Supporter
Karen	Keninger	Newton	General Public
Marian	Kieffer	Bellevue	Librarian

CONFERENCE DELEGATES

NAME		CITY	CATEGORY
Joan	Koenigs	Osage	General Public
Shirley	Koslowski	Waterloo	Supporter
Leah	Krohn	Winterset	Librarian
Charlene	Lakin	Des Moines	Supporter
James	Law	Shenandoah	Government
William	Lovelady	Orange City	Supporter
Charles	Lynch	Burlington	General Public
Georgene	Lynch	Burlington	General Public
Barbara	Mathers	Webster City	Librarian
Marilyn	Mcdonald	Dubuque	Supporter
Carol	Mcginnis	Norwalk	Librarian
Mary Lou	Mcgrew	Cedar Rapids	General Public
Sybil	Mcilravy	Melcher-Dallas	Librarian
Ilene	Mclain	Davenport	Librarian
Patricia	Meier	Davenport	Librarian
Warren	Meyer	Davenport	Government
George	Otte	Davenport	Supporter
Peggy	Pinder	Grinnell	Government
Carroll	Proctor	Indianola	Government
Carl	Radosevich	Ottumwa	Government
Elaine	Rockwell	Des Moines	General Public
Barbara	Safford	Cedar Falls	Librarian
Joyce	Sallis	Waterloo	General Public
Richard	Schneider	Fairfield	Government
Keith	Schuldt	Waverly	Government
Em	Schulz	Cedar Rapids	Supporter
Fred	Schuster	Waterloo	Government
Ruth	Setka	Riceville	General Public
Mark	Shearer	Columbus Junction	Government
Joan	Sheil	Davenport	Librarian
Viivi	Shirley	Perry	Supporter
Constance	Siefken	Burlington	General Public
J. Brent	Siegrist	Council Bluffs	Government
Marge	Snater	Des Moines	General Public
Elizabeth	Snyder	Clinton	Government
Robert	Soesbe	Clinton	Government
Kenneth	Stancel	Des Moines	Librarian
Carole	Stanger	Creston	Librarian
Susan	Strodtbeck	Davenport	General Public
Ann	Swanson	Mason City	Librarian
Charles	Talcott	Des Moines	Supporter
Jeanette	Tate	Meservey	General Public
Sandra	Taylor	Des Moines	Government
Norman	Teigen	Des Moines	General Public
Kathy	Thomas	Iowa City	General Public
Byron	Thomas	Anamosa	Supporter
Karen	Town	Grinnell	Supporter
Richard	Valley	Decorah	Librarian
David	Van Dee	Waterloo	Government
Richard	Varn	Solon	Government
Ann	Waterman	Bettendorf	General Public
Harriett	Waugh	Des Moines	General Public
K.M.	Weiss	Burlington	Librarian
Pat	Wiegel	Lake View	Government
Steve	Wikert	Cedar Falls	General Public
Susan	Willig	Martelle	General Public
Robert	Wilson	Clive	Government

CONFERENCE PROGRAM

Tuesday, April 30, 1991

3:00 - 5:00	Registration
3:00 - 7:00	Educational Exhibits (exhibits also available on Wednesday)
5:00 - 6:00	Welcome, Carl Orgren, Conference Co-Chair, Director of the School of Library and Information Science, Iowa City Review of 1979 Resolutions/Accomplishments Iowa Perspective, Carl Orgren National Perspective, Bev Lind, Director, Waterloo Public Library Overview of State of Iowa Libraries, Nicky Stanke, Director, Carnegie Stout Public Library, Dubuque
6:00 - 7:00	Late Registration and Social Hour
7:00 - 9:00	Banquet, Kay K. Runge, Director, Davenport Public Library, Conference Co-Chair Introduction of Shirley George, State Librarian Introduction of Library Commission and Bill Jackson, Director, Department of Cultural Affairs Introduction of Governor Branstad by Shirley George Introduction of Robert Waller by Cynthia Dyer, Director of the Library, Simpson College Robert Waller, University of Northern Iowa, Speaker "Libraries and Decision Making: Information for Democracy, Literacy and Productivity."
9:00	Reception

Wednesday, May 1, 1991

7:00 - 8:30	Continental Breakfast
8:30 - 10:00	Workshops (3 concurrent workshops): Literacy Facilitator - Pat Halverson Presenters - Miriam Temple, Lorna Truck Democracy Facilitator - Elaine Lundstrom Presenter - Lucille Lettow Productivity Facilitator - Barb Ettleson Presenters - James Rice, Nancy Haigh, Mary Wegner
10:00 - 10:30	Break
10:30 - 12:00	Workshops (repeat, groups change sessions) Literacy, Democracy, Productivity.
12:00 - 1:15	Lunch, Kay K. Runge Peter Young, Executive Director, National Commission on Library and Information Science, Speaker

1:30 - 3:00	Workshops (repeat, groups alternate) Literacy, Productivity, Democracy
3:00 - 3:30	Break
3:30 - 4:00	Focus Groups: Plan of Action, Carl Orgren
4:00 - 6:00	Focus Groups: Drafting of Recommendations
4:30	National Delegate nomination papers due
7:00	Recommendations due
7:00	Dinner, Kay K. Runge Introduction of Senator Grassley Introduction of Senator Harkin Introduction of candidates for White House Conference, Bev Lind
9:00	Reception Begin voting for candidates for White House Conference

Thursday, May 2, 1991

7:00 - 8:00	Continental Breakfast
8:00 - 9:30	Preliminary Action on Recommendations (delegates attend the session of their choice) Literacy - Carl Orgren Democracy - Elaine Lundstrom Productivity - Barb Ettleson
9:30 - 10:00	Break
10:00 - 11:30	Preliminary action on recommendations (continued)
11:30	Ballots for delegates to White House Conference due
11:30 - 1:00	Lunch, Carl Orgren Bill Asp, State Librarian, Minnesota, Speaker
1:00 - 2:30	Final Action on Recommendations Chair - Barb Ettleson Parliamentarian - Kay Elliott Timekeeper - Susan Kling
2:30 - 3:00	Break
3:00 - 4:30	Final Action on Recommendations (continued)
4:30	Closing and Announcement of White House Conference Delegates and Alternates Bev Lind, Carl Orgren, Kay Runge, Shirley George

National Recommendations

Recommendations in this section were identified by conference delegates as being pertinent to national issues. Many of the recommendations also pertain to the state and local levels, and are identified as such in part V of each recommendation. There are twenty two national level recommendations.

The recommendations in this section were ranked by the delegates at the close of the Iowa conference. The recommendation which received the highest average score is listed as "Recommendation One" and as "National Priority One," meaning the highest national priority for Iowa delegates. Ranking of national priorities was requested by the national conference. It also is a strong indication to the national delegates from Iowa as to the priorities of the state conference delegates.

The format of the recommendations was developed by the national White House Conference committee. Each recommendation was to begin with a statement about the issue discussed and the background of the issue. The actual recommendation was defined as an action intended to address issues, not necessarily in the "whereas" format associated with resolutions. A level of recommendation (national, state, local, private sector or professional or voluntary organization) was required, with more than one level possible. One area (literacy, productivity or democracy) was also required. A statement as to policies or programs which might result from the implementation of the recommendation was encouraged. Justification and additional information could also be supplied. National level recommendations from Iowa were sent to the national committee on computer diskette the day after the end of the Iowa conference and were included with recommendations from all the other states to be discussed at the national White House Conference.

Recommendation One

National Priority One

I. Issue: The National Research and Education Network(NREN) has the potential to revolutionize scientific, educational, and eventually industrial computing, communications, and research.

II. Background: Existing networks are still inadequate for advanced scientific computing and for the delivery of anything but plain text and binary files. Distance, cultural differences, small population, multilingual populations, and limited transportation options have made it impossible to make information equally accessible to rural and remote areas without a national network. There has been an explosion of information forcing libraries to become information centers far beyond their traditional definition. United States government, business and industry, and education are falling behind because they cannot access the information resources they need to stay ahead.

IV. Recommendation: 1. The development of NREN must continue as a cooperative venture of government, academia and industry in order to capitalize on the advantages of technology for resource sharing and the exchange of information. 2. The library and information services community proposes NREN as an essential part of the federal High Performance Computing initiatives. 3. The Federal government should develop a network which encourages state networks and which makes possible rural/remote access. Local libraries, including school libraries, should be primary nodes in any federal/state network. 4. Libraries should have free access to such networks as NREN.

V. Level(s) of Recommendation: National, State, Local, Private Sector

VI. Areas of Recommendation: Productivity

VII. Justification: The proposed National Research and Education Network could enhance the benefits of information delivery practices by multiplying a hundredfold the resources available to all libraries and their patrons.

VIII. Implementing Strategies:

A. Policy(ies): National and statewide standardization insures maximum access throughout the state. Networking should be a federal, state, local and private funding priority.

B. Program(s): Work to insure compatibility of statewide fiber optics network and the NREN. Encourage government, academic and industrial use of NREN in Iowa. Supply training and development skills for network users.

IX. Additional comments or information: The 500,000 users and 60,000 computers connected to Internet (the global collection of interconnected networks which use the Internet Protocol to transfer information) have strained its capacity to deliver the information and services being demanded of it. The federally supported NREN, a proposed super network, is intended to evolve from Internet. It is a vitally important addition to our nation's infrastructure.

Recommendation Two

National Priority Two

I. Issue: The public's image of libraries. Problem with the lack of proper visibility for libraries' overall image problem.

II. Background: Problems getting funding - lack of use of present facilities and programs - budget cuts - traditional stereotyped ideas that the public has about libraries.

IV. Recommendation: Recommend that all libraries and library organizations (professionals and boards) make an intensive effort towards increased publicity and public relations efforts. Local, state and national organizations should start an ongoing marketing/PR campaign to increase the visibility of all libraries.

V. Level(s) of Recommendation: National, State, Local, Private Sector, Professional and Voluntary Organizations

VI. Area of Recommendation: Productivity

VII. Justification: Academic and Public libraries have been underfunded but all citizens are served by these institutions. Citizens' quality of life can be improved and it is a fundamental right for all citizens to have access to information. Individuals need to know what is available.

VIII. Implementing Strategies:

A. Policy(ies): Local library boards, ALA, ILA need to develop a proactive marketing/public relations policy in order to create higher visibility of libraries and what they have to offer, thereby creating more interest and funding for libraries. Also involve more media personnel in decision making - get on boards, committees, etc.

B. Program(s): PSA's, news releases, direct mail, collect patron mailing lists, television - Advertising Council, marketing/PR incorporated in Library Science education programs. - marketing/PR workshops developed for present library professionals.

Recommendation Three

National Priority Three

I. Issue: School media resources funding.

II. Background: Under funding means lack of resources to meet curriculum and personal needs of students.

IV. Recommendation: Be it recommended that ongoing funding for school media center materials and equipment be earmarked at both the state and national level.

V. Level(s) of Recommendation: National, State

VI. Areas of Recommendation: Productivity

VII. Justification: Adequate resources are not available for our K-12 students. To survive in an information age, all students need to have access to up-to-date media materials.

Recommendation Four

National Priority Four

I. Issue: Citizens need skills to be able to locate, evaluate, and effectively use information for any given need.

II. Background: Students are given prepackaged information which does not foster active thinking. This does not prepare individuals for problem solving in the real world.

IV. Recommendation: There should be a program of information literacy beginning with K-12 schools, giving strong emphasis at the elementary level. This program should include integration of information skills into the curriculum as well as student exploration of personal interests.

V. Level(s) of Recommendation: National, State, Local, Private Sector

VI. Areas of Recommendation: Literacy

VII. Justification: Society, in an information age, needs people to function as independent thinkers.

VIII. Implementing Strategies:

A. Policy(ies): An educational policy in the nation's schools.

B. Program(s): A learning process which will consist of: 1) recognizing a need for information; 2) identifying information; 3) locating information; 4) evaluating information; 5) organizing information; 6) using the information

IX. Additional comments or information: No K-12 educational report has explored the potential role of libraries nor the need for information literacy.

Recommendation Five

National Priority Five

I. Issue: Reduced federal support for library services and education while the need for literacy education and information services expands and grows more complex.

II. Background:

IV. Recommendation: The Federal government increase support through continuation and expansion of LSCA funding.

V. Level(s) of Recommendation: National

VI. Areas of Recommendation: Democracy

Recommendation Eight

National Priority Eight

I. Issue: The lack of cooperative programming prevents equal and efficient access to information services.

II. Background: Numerous and varied literacy programs exist but are not necessarily available to everyone due to lack of funding, shortage of personnel, accessibility, awareness and attitude.

IV. Recommendation: To more adequately meet the literacy needs of all individuals, cooperative planning and programming must exist among public and other libraries, schools, institutions of higher learning, businesses, and other literacy providers in the community.

V. Level of Recommendation: National, State, Local

VI. Areas of Recommendation: Literacy

VII. Justification: Survey community to justify the need for cooperation among agencies. Provide best opportunity and resources for intended program. The main ingredient will be cooperation with minimal amounts of additional funds needed.

VIII. Implementing Strategies:

A. Policy(ies): Form task force from involved groups to evaluate currently existing programs. Establish procedures to eliminate duplication of services. Assure availability.

B. Program(s): The task force will design and develop programs.

IX. Additional comments or information: This is a very appropriate and timely proposal due to the current funding limitations at local, state, and national levels.

Recommendation Nine

National Priority Nine

I. Issue: Increased visibility of school library media programs at the national level.

II. Background:

IV. Recommendation: Resolved, that U.S. Congress establish an office within the U.S. Department of Education responsible for providing leadership to school library media programs across the nation.

V. Level(s) of Recommendation: National

VI. Areas of Recommendation: Democracy

Recommendation Ten

National Priority Ten

I. Issue: Adults with literacy problems are reluctant to seek assistance and training through conventional academic facilities.

II. Background: It is a well-documented fact that functionally illiterate high school dropouts are reluctant to return to the same regimented environment from which they escaped. Further, reentering the same system is a cause of personal embarrassment, i.e. a public acknowledgement of their dysfunction.

IV. Recommendation: We recommend that all state and local public libraries provide expanded use of their facilities, resources and services in support of adult literacy programs and that the Federal government assume policy and program leadership.

V. Level(s) of Recommendation: National, State and Local

VI. Area of Recommendation: Literacy

VII. Justification: Public libraries exist in virtually every community in the nation and provide a comfortable, non-institutionalized and non-threatening environment for formal and informal learning. Accessible to over 95 percent of the nation's population, they possess a wide variety of print and nonprint resources as well as technological tools, all of which can be targeted to the eradication of illiteracy. In an atmosphere of relative anonymity, the functionally illiterate can progress at an individual pace under the guidance and tutelage of specially trained, caring persons to obtain the literacy skills necessary to become a confident, productive member of the nation's work force.

VIII. Implementing Strategies:

A. Policy(ies): It must be a federal policy that the nation's public library system be strongly encouraged to budget annually from federal, state, local and private sources an appropriate sum of money for specialized training, facilities, resources and services to combat illiteracy within their communities.

It must be a federal responsibility in conjunction with state and local government to assure that the nation's public library system assumes a direct, proactive role in support of adult literacy programs and initiatives in coordination with the private sector and other literacy providers on an interagency basis.

B. Program(s): A Division of Library Literacy Programs should be established within the Department of Education's Office of Library Programs to administer and coordinate all federal library literacy financial aid programs, to provide consultative resources and services to the nation's public libraries and to coordinate with other federal and state agencies providing adult literacy programs.

Recommendation 11

National Priority 11

I. Issue: Citizens have a right to equal access to all government documents, regardless of format, through the depository library system. The federal government should finance the documents, equipment to access the documents and training to run the equipment.

II. Background: Government agencies issue information in a variety of media. Accessibility to this information is equal only to the extent that depository libraries have the necessary equipment to access the different formats.

IV. Recommendation: The federal government must finance supportive technology necessary to access all media in which they disseminate information through depository libraries.

V. Level(s) of Recommendation: National

VI. Areas of Recommendation: Democracy

VII. Justification: Equal access to government documents is presently denied by the federal government's proliferation of media without corresponding equipment.

VIII. Implementing Strategies:

A. Policy(ies): As the media of government publications changes, the federal government will be required to finance hardware systems to access that information at depository libraries.

B. Program(s): The federal government will supply, at their expense, the hardware necessary to run all software issued as government information.

IX. Additional comments or information: Cost of this equipment is not significant enough to be a major factor.

Recommendation 12
National Priority 12

I. Issue: There are no Iowa or Federal standards for mental health institute patient libraries.

II. Background: Mental health patient libraries were discussed at the last Iowa Pre-White House Conference. A recommendation was made to establish these standards, but no action has been taken.

IV. Recommendation: That the State of Iowa should make standards for mental health institute patient libraries; that the State of Iowa, within the next 5 years, will bring mental health institute patient libraries up to these minimum standards; and that money should be set aside to maintain these programs. That the Federal Government establish minimum national standards for these libraries.

V. Level(s) of Recommendation: National, State

VI. Areas of Recommendation: Productivity

VII. Justification: Many people do not feel that the mentally ill are an important enough population to require basic library services. The opposite is true.

VIII. Implementing Strategies:

A. Policy(ies):

B. Program(s): At the state level, standards should be developed within the next two years. At the Federal level, legislation should be introduced to recognize that mental health patient libraries are necessary to the treatment and rehabilitative needs of patients. Administrative standards should be established for minimum levels of service and should be applied during Federal accreditation procedures.

IX. Additional comments or information: The mentally ill deserve equal access to information and library services. If they are to eventually survive in the community outside the institution, then they need to understand the services that the public library or other libraries offer.

Recommendation 13

National Priority 13

I. Issue: Policy making authority.

II. Background: Inclusion of libraries into the Department of Cultural Affairs headed by a political appointee.

IV. Recommendation: The policy making authority for libraries shall rest with locally elected, publically accountable trustees, not political appointees.

V. Level(s) of Recommendation: National, State

VI. Area of Recommendation: Democracy

VII. Justification: Political action could influence libraries in offering diverse opinions.

VIII. Implementing Strategies:

A. Policy(ies): Reinforce the present Iowa Code regarding regional libraries board authority.

Recommendation Fourteen

National Priority Fourteen

I. Issue: Ability for depositories to access information stored in electronic form when changes in hardware/software will render it impossible to retrieve.

II. Background: NASA has information from space flights which are stored in electronic form. These records cannot now be retrieved due to changes in technology.

IV. Recommendation: Regarding information that the federal government furnishes to depositories in electronic form: when there are changes in technology which would prevent the data from being retrieved, the federal government must be responsible to update or convert the stored data to match the new technology.

V. Level(s) of Recommendation: National

VI. Areas of Recommendation: Democracy

VII. Justification: Depositories and federal government must keep information available for use.

VIII. Implementing Strategies:

A. Policy(ies): Federal government must update and/or convert data stored electronically whenever new generation(s) of hardware/software replace a present generation to the extent that the stored data would no longer be retrievable.

B. Program(s): Federal government to update/convert data and furnish depositories with updated/converted data.

Recommendation Fifteen
National Priority Fifteen

I. Issue: To recognize the importance of and to support full funding of libraries serving special populations such as libraries for the blind and physically handicapped.

II. Background: Serving a special population of readers in a medium other than print requires efficient use of resources, and the National Library Service for the Blind and Physically Handicapped of the Library of Congress provides this service to blind and physically handicapped persons. Since this is such a small population, the per-copy cost tends to be high and funding is always a critical need. Therefore, even with this national service provided to all patrons by mail, the proportion of information available to patrons in alternative media is a tiny fraction of the information available to persons reading print.

IV. Recommendation: Support full funding by the United States Congress of the National Library Service for the Blind and Physically Handicapped of the Library of Congress.

V. Level of Recommendation: National

VI. Area of Recommendation: Democracy

VII. Justification: In recent years, the blind and physically handicapped have come to take a more and more active role in the schoolroom, the workplace, and the democracy. Library and information services in appropriate media are essential to this growing trend.

VIII. Implementing Strategies:

A. Policy(ies): Organizations of information professionals should vigorously support full funding of libraries for special populations.

Recommendation Sixteen

National Priority Sixteen

I. Issue: To promote the importance of literacy for the blind through the use of Braille.

II. Background: 1) Braille reading among the blind population has decreased over the past 20 years. 2) Braille instruction to blind children and adults has decreased over the same period. This occurred for two reasons: a) inadequate supply of Braille material; b) widespread professional belief that Braille is useless and therefore need not be taught or learned.

IV. Recommendation: In literacy promotions and public education efforts, literacy in alternative media such as Braille should be encouraged and affirmed.

V. Level(s) of Recommendation: All levels of recommendation.

VI. Area of Recommendation: Literacy

VII. Justification: The lack of recognition of Braille is so deep, that the help of information professionals is vital in changing public attitudes toward Braille and literacy among the blind.

VIII. Implementing Strategies:

A. Policy(ies): Urge adoption by organizations of information professionals of policies affirming Braille and encouraging Braille literacy.

B. Program(s): Information professionals should: 1) Facilitate the provision of information in libraries of all sizes about the availability of Braille instruction and about the Braille code itself for interested, sighted adults and children. 2) Liaison with organizations of blind people who are vitally interested in this issue.

Recommendation Seventeen

National Priority Seventeen

I. Issue: Libraries are greatly under utilized by the deaf community because sufficient efforts have not been made by either the deaf or by libraries to learn about the resources and needs of each other.

II. Background: The deaf community is the nation's most populated handicapped group with 22 million members nationwide and over 200,000 in Iowa alone. Membership includes those who are culturally deaf, oralists, hearing impaired elderly, hard of hearing, hearing family members, and professional and service providers serving the deaf community. Merv Garretson of Friends of Libraries for Deaf Action (FOLDA), writes "Libraries still are not meeting the needs of the majority of the deaf community, partly because deaf people themselves have not been responsive. Library resources for the deaf user go unused because they are unknown."

IV. Recommendation: The deaf and general citizens need up-to-date information on deaf culture, communication modes, styles, language, and medical issues; on organizations and agencies serving the deaf; and on the achievements of deaf people, education, and technological advances. 2. Deaf persons need to be trained on how library's resources and materials can address the special concerns of the deaf as well as general interest topics. 3. Librarians need training on deaf problems and how librarians can overcome language barriers.

V. Level(s) of Recommendation: National, State

VI. Areas of Recommendation: Democracy

VII. Justification: Garretson, reporting on the 1979 White House Conference, writes, "All sorts of libraries are necessary, and all of them badly need advice, input materials, and training related to deafness and deaf people. All populations use the library, so all information on deafness is useful for hearing people as well as deaf persons. Libraries can be a very valuable source of accurate information about deaf culture, and an excellent repository for materials on deaf awareness."

VIII. Implementing Strategies:

A. Policy(ies):

B. Program(s): 1. State Library will develop deaf services centers for information, referrals and materials. 2. State Advisory Committee of librarians and deaf community will be formed to make recommendations for serving the deaf. 3. State Library will develop and coordinate deaf awareness programs for public and academic librarians. 4. National Advisory Committee will consist of librarians, related professionals, and lay persons, selected by the President of the United States. They will develop a nationwide network to coordinate work of the states in providing services to the deaf.

Recommendation Eighteen

National Priority Eighteen

I. Issue: Many library patrons are denied full usage of their libraries because they are not computer literate and are fearful of computer usage.

II. Background: A large percentage of library patrons, particularly the elderly, have no experience in the use of a computer. They are not able to access the information many libraries have transferred from card catalogs to online public access catalogs. These patrons are intimidated by and fearful of computers.

IV. Recommendation: Library public relations efforts be made to persuade patrons to use technological advances. Libraries will offer and provide training in use of technology such as OPACS (On-line Public Access Catalogs).

V. Level(s) of Recommendation: National, State

VI. Areas of Recommendation: Democracy

VII. Justification: Neither age nor economic status which deter the acquisition of knowledge of computer use should lock patrons out of full usage of the public library.

VIII. Implementing Strategies:

A. Policy(ies): That every library user should have the capability of full usage of his/her library's services, no matter what technologies have been adopted by that library.

B. Program(s). Each library to offer training in its technological capabilities to its patrons.

Recommendation Nineteen

National Priority Nineteen

I. Issue: How will local and state government information be produced, preserved and made available with the current trend in issuing in non-permanent paper format? The same question applies to university presses.

II. Background: Rapidly deteriorating information is the result of the ephemeral nature of the storage medium (acidic paper, electronic formats). Progress reports must be created and generated with opening and closure dates. There is a tendency to overlook producing summary reports that allow comparative analysis.

IV. Recommendation: That all local and state publications be printed for historic preservation on at least acid free and permanent paper.

V. Level(s) of Recommendation: National, State, Local

VI. Areas of Recommendation: Democracy

VII. Justification: Access to information. If a democracy is going to function it must have a broad basis of information for decision making.

VIII. Implementing Strategies:

A. Policy(ies): 1) The Iowa legislature of 1992 should adopt a permanent paper policy. 2) The Iowa delegation to the White House Conference should monitor and participate in related permanent paper issues. 3) The Iowa library community should be responsible for conveying this recommendation to the university presses and for seeing that it is implemented.

B. Program(s): The State Library should see as part of its responsibility the developing of public awareness of this need. This is a corollary measure with the State Library of Iowa's role as the administration of the state document depository program.

Recommendation Twenty
National Priority Twenty

I. Issue: The supply of Braille is inadequate, but it need not be.

II. Background: Until about fifteen years ago, most Braille was produced in the same way that monks produced manuscripts in the Middle Ages: by hand, one copy at a time. Technology has slowly been applied to Braille production, and Braille can now be produced as easily as print. Though it is technologically possible, Braille is not yet widely available.

IV. Recommendations: Support adequate funding for Braille production and encourage further advancement in technology by the Library of Congress and other Braille publishers

V. Level: National, Professional and voluntary organizations

VI. Area of Recommendation: Literacy

VII. Justification: Narrowly-targeted funding and technological improvements will make Braille as readily available and cost-effective as print. Also, Braille materials are vital to the productivity and to the participation in democracy of the blind population.

VIII. Implementing Strategies:

A. Policy(ies): Support adequate funding for Braille production and application of technology.

B. Program(s): 1. Local libraries of all sizes should know of the availability of transcription services in their areas so they can refer patrons to those Braille services. 2. Organizations of information specialists can encourage the further application of technology to produce Braille readily and cheaply.

Recommendation Twenty One
National Priority Twenty One

I. Issue: People need information and the skills to use it.

II. Background:

IV. Recommendation: All types of libraries should make efforts to provide experiences for their users in analytical skills and critical thinking so they may make informed decisions.

V. Level(s) of Recommendation: National, State

VI. Areas of Recommendation: Productivity

VII. Justification: Traditional skills are insufficient.

VIII. Implementing Strategies:

A. Policy(ies): New technology requires new methods in training teachers, librarians, and staff.

B. Program(s): Add to college curriculum and continuing education.

Recommendation Twenty Two

National Priority Twenty Two

I. Issue: How can we instill a sensitivity to historical issues that result in collection development and preservation of materials that have historical value or content.

II. Background: The value of the retention of a variety of materials with historic content was viewed, enjoyed and appreciated by millions in the recent civil war PBS series. This series was possible because of the documentation and preservation of information.

IV. Recommendation: Continuing education units should be available immediately to reverse the lack of knowledge of historical materials. Library schools of the nation should institute courses in historical materials awareness and stewardship.

V. Level(s) of Recommendation: National, State, Local, all priority

VI. Areas of Recommendation: Democracy

VII. Justification: There is an excessive void in the library profession of knowledge about the relationship of libraries and the collection and retention of historic materials.

VIII. Implementing Strategies:

A. Policy(ies): To seek ways to institute historical awareness.

B. Program(s): The State Library of Iowa should build a historical component into the library certification program. The State Library and State Historical Society should produce joint programs, workshops, and instructional publications.

Library schools of the nation should develop courses that address this issue. Additionally, students with good history majors that meet other admissions requirements should be recruited for the MLS programs.

IX. Additional comments or information: Library school students are not required to enter MLS programs with a background in history nor are they provided or required to take courses in library schools which prepare them to review, select or acquire historical data. This is the formation of information disseminators.

Libraries in most communities are the only institution positioned to accomplish this task if the personnel are trained.

State Recommendations

The state recommendation section includes only recommendations which conference delegates identified as pertaining to either state level concerns or to both state and local concerns. There are seventeen recommendations. The format of the recommendations is the same as that of those in the national recommendation section. State level recommendations were not prioritized by the conference delegates, so the recommendations are not in priority order. The order of the recommendations is based on a random order assigned during the course of the conference. The first two apply to democracy, the third to literacy, and the remainder to productivity.

Many of the recommendations in the national section also relate to the state level. National level recommendations which also pertain to the state level are recommendations one, two, three, four, eight, ten, twelve, thirteen, sixteen, seventeen, eighteen, nineteen, twenty one and twenty two. A total of thirty one recommendations in the two sections concern state level issues.

Recommendation Twenty Three

I. Issue: Citizen access to the public records of the state government of Iowa is limited by lack of knowledge about what records are available and how to access them.

II. Background: State government agencies produce information and compile records in order to meet citizens' needs. Currently, however, no single source exists to assist citizens in locating these records.

IV. Recommendation: To create a locator for Iowa public records. The locator will catalog available state records, identify the source agency and provide cost and format information.

V. Level(s) of Recommendation: State

VI. Areas of Recommendation: Democracy

Recommendation Twenty Four

I. Issue: What should be the role of the library, state and local, in the preservation of historical information no longer needed for the current operations of the government and subject to destruction?

II. Background: Iowa is throwing away its history through this process and making it inaccessible to future generations.

IV. Recommendation: Iowa law permits courthouses and municipal bodies and school districts to dispose of records which have historical value but are no longer needed for the current operation of said bodies. Many of these institutions are facing storage problems and are using the disposing of these records to solve the problem. Given the historic role of libraries, their professional expertise in paper preservation and the public's assumption that libraries have such historical information, it is recommended that libraries, in cooperation with historical societies and other interested entities, screen and plan for the storage or disposal of these materials.

V. Level(s) of Recommendation: State, Local

VI. Areas of Recommendation: Democracy

VII. Justification: Electronic preservation does not have a proven long life. Historic information is being lost under present system.

VIII. Implementing Strategies:

A. Policy(ies): It should be the policy of all state and local governments to help preserve this historical information.

B. Program(s): Develop programs to educate librarians of a unique role they can play in preserving this information. Libraries can develop workshops to inform governmental officials regarding the historical value of preserving these materials.

Recommendation Twenty Five

I. Issue: Iowa's libraries and their users need affordable access to electronic information and information transfer methods. These technologies include facsimile transmission, video transmission and data transmission. Current telecommunications costs are prohibitive for many Iowa libraries and place a major budget constraint on others. Lack of network access also limits resource sharing.

II. Background: The Iowa legislature has approved, a contract has been awarded and construction has begun on a fiber optics network which will link all 99 Iowa counties. The trunk system will involve network connections from Des Moines to each community college and on to a school site in each county seat. Planning for further development of the system into other sites in each county is vital at this time and libraries need to be included in this planning.

IV. Recommendation: To charge the State Librarian, with assistance from the State Library Commission, with the development of a plan for the immediate informing of the Iowa library community and the school library media community of the existence of the fiber optics network, its benefits and costs for libraries, and the role of libraries in local planning.

V. Level(s) of Recommendation: State

VI. Area of Recommendation: Democracy

VII. Justification: Support within the library community for involvement in the development of a fiber optics network has been established in New Era For Libraries: A Report From the Iowa Blue Ribbon Task Force on Libraries, (State Library of Iowa, 1989).

VIII. Implementing Strategies:

A. Policy(ies): It should be the policy of the State Library of Iowa to promote and coordinate the participation of Iowa libraries in the fiber optics network.

B. Program(s): 1. The State Library of Iowa shall participate in the coordination of informational meetings held around the state for the purpose of educating the library community and other potential fiber optics network users of the benefits and costs of participation in the network. 2. The State Library of Iowa shall facilitate a process which will insure library involvement in local network use planning and implementation.

IX. Additional comments or information: Participation by Iowa libraries in the fiber optics network will assist in facilitating participation in national network efforts. (For example, NREN).

Recommendation Twenty Six

I. Issue: Family literacy programs and equitable access of family programs are major goals of our public libraries. However, many library preschool programs are scheduled at hours convenient primarily to families with an at-home parent. In addition, many existing programs do not enroll very young children (under 3) and are not well publicized or accompanied by outreach programs to encourage non-users of libraries to attend with their children.

II. Background: Over half of American women with children under 6 are in the workforce. Many library programs for preschoolers do not include children younger than 3, who are at a crucial age in terms of intellectual development and assimilation of values (such as love of the "magic" of books). Most parents who at present take their children to public library programs are the same parents who already provide their children a reading-enriched home.

IV. Recommendation: We recommend that Iowa's public libraries offer preschool programs scheduled to be convenient to both families with at-home parents and families with parents who are in the workplace during typical business hours. We further recommend that programs be expanded and/or developed to include 6 month to 3 year-olds and their parents. These expansions should be accompanied by a vigorous outreach and public awareness campaign to alert parents of young children to the availability of these services.

V. Level of Recommendation: State

VI. Area of Recommendation: Literacy

VII. Justification: Over half of mothers of children under 6 are in the workforce full time. Thus, they are unable to participate with their children in many currently offered preschool library programs. A daytime trip to the library is not possible for many childcare providers, who have too many children in their care to safely transport to and from the library. Many single-parent families could also benefit from programs offered during non-business hours. Such programs would also benefit today's fathers, many of whom are eager to participate in their children's development.

Children assimilate many of their values (such as love of books) and a great deal of crucial learning and development takes place during the very early years. Many libraries already possess board books and other materials appropriate to babies, toddlers, and 2-year olds.

Outreach programs in conjunction with these expanded services are necessary to encourage parents who would not on their own take their children to their library's preschool programs who perhaps were not successful students and are not comfortable in the library, and those who simply may not be aware of the services.

VIII. Implementing Strategies:

A. Policy(ies): It should be library policy that outreach efforts be as broad as possible so that non-traditional library users are aware of and inclined to attend expanded library programs for young families (i.e., promotion should not be limited to newspapers, which many don't read, but should include notices on community health centers and laundromat bulletin boards, for example). These should not be drop-off programs but should include and involve the parents.

B. Program(s): Each of Iowa's public libraries' personnel and boards should take steps to expand their preschool programs, scheduling them both during and after traditional business hours. In addition, programs for very young (6 months to 3 years) children should be developed. An active outreach and public awareness program should be put in place to encourage the largest possible section of the community's population to participate in and benefit from these programs.

IX. Additional Comments or Information: Both well- and poorly-educated parents, and those at home and on the job during the day, need a special time to interact with their children and with books.

Recommendation Twenty Seven

1. Issue: Increasing demands are being placed on libraries to provide quality services. Quality services require a well-trained support staff.

II. Background: Support staff make up over 60% of library employees in libraries. In addition, many libraries utilize unpaid staff (volunteers). Neither of these groups has consistent access to an adequate level of training and continuing education.

IV. Recommendation: We recommend that a structured course of study for library support staff be developed.

V. Level(s) of Recommendation: State

VI. Areas of Recommendation: Productivity

VII. Justification: Skill and expertise levels required of support staff are increasing as information and technology rapidly expands. All library functions require well-trained staff.

VIII. Implementing Strategies:

A. Policy(ies): It should be the policy that library support staff in Iowa be well-trained as demonstrated by completion of a structured program.

B. Program(s): Community colleges should develop curricula for an associate degree or certification program in library services/technology.

IX. Additional comments or information: Continuing education for support staff should be designed, implemented, and available on a statewide basis.

Recommendation Twenty Eight

I. Issue: Space taking, historically important hard copies of books duplicated by many libraries.

II. Background: Many libraries give up valuable space to historically important books that are not used.

IV. Recommendation: Set up a plan to establish a "last copy" depository for library materials.

V. Level(s) of Recommendation: State

VI. Area of Recommendation: Productivity

VII. Justification: Duplication to space taken in many libraries regarding keeping such copies.

VIII. Implementing Strategies:

A. Policy(ies): Have the State Library set up a network for regents' libraries and public libraries to accomplish this.

B. Program(s): Continuing education programs.

Recommendation Twenty Nine

I. Issue: Funding for Regional Library Systems

II. Background: Regional Libraries have continued to provide good service in spite of dwindling funds. There has been no increase in the last 5 years. There is a point of no return. Regions cannot continue with frozen or loss of funding. They have documented their effectiveness as per the state's own past survey.

IV. Recommendation: Currently the Regional Library System, comprised of seven separate operating offices, has been funded sufficiently only to provide basic reference and interlibrary loan service to the 525 public libraries in Iowa. Additional funds in the amount of $550,000 would allow the regions to extend interlibrary loan and basic reference service to the approximately 1900 school and college libraries currently not being served. These funds would provide for increased staff and operational equipment (primarily WATTS lines).

V. Level(s) of Recommendation: State

VI. Area of Recommendation: Productivity

VII. Justification: Access to information is a basic need of all Iowans, regardless of the type of library they use. At the present time, only a small portion of the academic, school, and special libraries in the state have direct access to the established interlibrary loan system or have arrangements with other libraries to pursue answers to questions that cannot be answered with their own resources. This remains the situation even after the Iowa General Assembly has recognized the need and legislated that such basic needs be addressed by the Iowa Regional Library System. Outside of curriculum support through the Area Education Agencies (AEA's) and the regional libraries, no other system exists to address these needs.

VIII. Implementing Strategies:

A. Policy(ies): State continue to at least maintain, but better still to expand regional service.

B. Program(s): Program already effectively established.

Recommendation Thirty

I. Issue: Funding for AEA Media Centers

II. Background: Schools need regional resources to supplement their information needs.

IV. Recommendation: Be it resolved that the funding for the Area Education Agency Media Centers be increased and earmarked for new technologies, increased media consultant staff and materials that support the K-12 schools.

V. Level(s) of Recommendation: State

VI. Area of Recommendation: Productivity

VII. Justification: AEA media programs have not had adequate funding to continue to support consulting and staff development programs for K-12 schools or to fund new technologies to accommodate school curricula.

Recommendation Thirty One

I. Issue: Establish on-going minimal seed money for media/technology in K-12 schools.

II. Background: Has been very little funding for technology in Iowa media programs.

IV. Recommendation: The State Department of Education should provide at least a million dollars per year for seed projects in media and technology for K-12 schools involving electronic information access (including electronic data bases, media management systems, telecommunications, etc.)

V. Level(s) of Recommendation: State

VI. Areas of Recommendation: Productivity

VII. Justification: A minimal level of funding from the state should be allocated yearly for technology in K-12 school media programs. This is currently happening in most states.

VIII. Implementing Strategies:

IX. Additional comments or information: School media programs will never be able to implement very effective electronic information retrieval systems without additional state funding. New technology costs!!

Recommendation Thirty Two

I. Issue: Lack of direction and leadership for K-12 media programs at the state level.

II. Background:

IV. Recommendation: Be it recommended that a fully staffed Division of Instructional Media and Technology be established within the State Department of Education or a newly created Department of Library and Information Services.

V. Level(s) of Recommendation: State

VI. Areas of Recommendation: Productivity

VII. Justification: Leadership is necessary at the state level to improve school and AEA media programs.

Recommendation Thirty Three

I. Issue: Provide access to information delivered by telecommunicating to all librarians.

II. Background:

IV. Recommendation: Resolved, dedicated phone lines are needed in all libraries.

V. Level(s) of Recommendation: State

VI. Areas of Recommendation: Productivity

Recommendation Thirty Six

I. Issue: Budgetary constraints, spiraling cost of materials and shifting populations combine to reduce availability of books and periodicals to many people.

II. Background: A number of people have extensive personal libraries in specialized areas and/or subscribe to uncommon periodicals. These holdings are generally not recognized or utilized by public libraries.

IV. Recommendation: Public libraries should seek out personal collections and negotiate agreements where said collections might be made available, under some restrictions, to the public.

V. Level(s) of Recommendation: State, Local, Private Sector

VI. Areas of Recommendation: Productivity

VII. Justification: Failure to identify and utilize personal collections will reduce available information to many people.

VIII. Implementing Strategies:

A. Policy(ies): State library associations should recognize significant personal collections and assist local libraries in negotiating terms by which these collections might be accessed.

B. Program(s): Recognize personal collections and assist owners in preserving and organizing such collections.

IX. Additional comments or information: Greater cooperation between private collections and libraries may also lead to more collections ultimately being retained intact for future generations.

Recommendation Thirty Seven

I. Issue: Fragmentation in the Library Community regarding long range goals

II. Background: Iowa law provides for the Library Division of Cultural Affairs, in conjunction with the Iowa Regional Library System, to develop and adopt long range plans for the continued improvement of library services in the state. The former plan has expired.

IV. Recommendation: That the State Library and the State Library Commission coordinate the development of a definitive, multi-type Long Range Plan in cooperation with other agencies and governmental bodies for the provision of library services for the 21st century.

V. Level(s) of Recommendation: State

VI. Areas of Recommendation: Productivity

VII. Justification: Iowa needs a library plan to make maximum use of Iowa's library resources.

VIII. Implementing Strategies:

A. Policy(ies): It must be a policy of the State of Iowa to formulate a mechanism for ongoing planning within the library community.

B. Program(s): 1. The Regional Libraries must obtain local input for the plan. 2. The Regionals shall work together with the State Library to create a plan which recognizes the diverse needs of the state.

IX. Additional comments or information: 1. Funding for resource sharing such as Open Access and Interlibrary Loan Net Reimbursement should be included. 2. The plan should also continue to promote multitype resource sharing through cooperative efforts.

Recommendation Thirty Eight

I. Issue: Increased teacher and administrator awareness of school media programs.

II. Background: There is evidence throughout the State of Iowa of a lack of understanding of the role of library media services in the educational process.

IV. Recommendation: Resolved, a media and information skills component be required as part of the coursework at teacher training institutions preparing school administrators and elementary and secondary school teachers. This information skills component would include the application of integrated information skills in all curricula areas.

V. Level(s) of Recommendation: State

VI. Areas of Recommendation: Productivity

VII. Justification: We are educating students for an Information Age. Teachers and administrators need to be role models for effective information users. The instructional effort needs to be based upon a team approach to planning and implementation of an integrated information skills program.

VIII. Implementing Strategies:

A. Policy(ies): Teachers and administrators need to know how to integrate information skills program.

B. Program(s): The Iowa Department of Education will monitor and enforce this standard.

Recommendation Thirty Nine

I. Issue: Current legislation (Iowa Code 4.5(22)) is too loosely constructed and too open to interpretation to sustain effective programs.

II. Background: Currently there are many schools in Iowa which do not meet the minimum level of the code. There are instances of a single person supervising two, three, four, five, or more media centers.

IV. Recommendation: Resolved, that the code of Iowa 4.5(22) delete the sentence "Each media center shall be supervised by a qualified media specialist who works with students, teachers, and administrators." Resolved that the State Code of Iowa be revised to reflect the following staffing pattern for each K-12 attendence center. Professional staff should be state licensed media specialists.

	Professional Staff	Support Staff
0 - 250 students	0.5 FTE	0.5 FTE
251 - 750 "	1.0	1.0
751 - 1250 "	1.5	1.5
1251 - 1750 "	2.0	2.0
1751 - 2250 "	2.5	2.5

V. Level(s) of Recommendation: State

VI. Areas of Recommendation: Productivity

VII. Justification: The Iowa Code mandates development and implementation of an information skills curriculum guide for integrating media skills with classroom instruction. This cannot be done without a certified media specialist on site and available during the entire school day.

VIII. Implementing Strategies:

A. Policy(ies): It is the state's responsibility to ensure that local school districts provide a full range of equitable media services.

B. Program(s): The Iowa Department of Education will monitor and enforce the code as amended by the Iowa legislature.

Local Recommendations/Summary

Only two of the conference recommendations were classified as solely local level by the delegates. However, a total of ten recommendations in the national and state sections were identified as being of local concern. Recommendations one, two, four, eight, ten, sixteen, nineteen, twenty two, twenty four, and thirty six concern local issues. A total of twelve recommendations were identified as pertaining to local issues by the conference delegates.

Overall, conference delegates approved six recommendations concerning literacy, eighteen concerning productivity and seventeen concerning democracy. Literacy is the subject of recommendations four, eight, ten, sixteen, twenty and twenty six. Productivity is the issue in recommendations one, two, three, twelve, twenty one, and twenty seven through thirty nine. Recommendations concerning democracy are six, seven, nine, eleven, thirteen, fourteen, fifteen, seventeen, eighteen, nineteen, twenty two, twenty three, twenty four, twenty five, forty and forty one.

Recommendation Forty

I. Issue: Persons with mobility limitations, specifically non-wheelchair users, are often unable to fully avail themselves of library materials and information. Since the logo for handicap is a wheelchair, that is all people, groups, architects, and libraries think they have to accommodate.

II. Background: Difficulty parking, walking, entering and exiting doorways, interior or exterior steps, inability to stand for more than a few moments, inability to carry personal belongings at the same time as searching for and carrying materials--all of these present significant barriers.

IV. Recommendation: --Libraries, particularly public libraries, should begin at once to seek input, suggestions and concerns (about barriers to library use) from persons with mobility limitations. --Periodically (every couple of years at least) do "update" review with patrons who have mobility limitations. --"Friends," private foundations, community leaders should be asked to donate items or dollars needed.

V. Level(s) of Recommendation: Local

VI. Areas of Recommendation: Democracy

VII. Justification: It seems that these very moderate suggestions are generally "on the back burner"--not a high priority.

VIII. Implementing Strategies:

A. Policy(ies): Listen to the folks who are having the problems with barriers. Contact every kind of source for dollars or materials or items needed.

B. Program(s): Shopping carts/handbaskets, evaluation/solicited input, handrails, appropriate seating and signage.

IX. Additional comments or information: Our aging population, and our awareness of handicapping conditions in this time of A.D.A.(Americans with Disabilities Act)--may just mean that the time has come to just do these things!

Recommendation Forty One

I. Issue: Adapted technology (such as speech synthesis in computers) is not being planned for and, in appropriate cases, purchased by public libraries.

II. Background: Inexpensive speech technology (as low as $125) in combination with appropriate software "reads" print information on a computer screen to a blind person. Some software applications already accept speech, some can be programmed to accept it, and some simply will not run with speech.

IV. Recommendations: Libraries should become aware of adapted technology in their purchasing programs and in their serving of patrons.

V. Level of Recommendation: Local; Professional and Voluntary Organizations.

VI. Area of Recommendation: Democracy

VII. Justification: Appropriate planning and purchasing strategies would allow access by blind persons to computerized data bases with the usual amount of professional assistance accorded to all patrons.

VIII. Implementing Strategies:

A. Policy(ies):

B. Programs: 1. Local libraries should assess the need for adapted technology for blind patrons within the communities they serve. 2. During planning and purchasing of hardware and software, local libraries should consult with experts in the field of adapted technology to insure the capacity for speech access. 3. Local libraries should cooperate with other funding sources such as rehabilitation agencies and local service organizations to obtain adapted equipment, where appropriate, and to promote its use.

GOVERNOR'S CONFERENCE ADDRESS

Nicky Stanke

I am honored and quite humbled by being given this opportunity to address you who will provide the guiding light for the Iowa library community for the years to come. Having given the last ten years of my life to libraries in Iowa, I am delighted to be talking to the "movers and shakers" of the next ten years.

By now you have read or heard or learned that the Library World is a diverse and somewhat amorphous place, embracing four basic types of libraries defined primarily by the clientele they serve. A quick review -

The Public Library - "everybody's library," hence the word public. From preschooler to school-age, college students, adults in all walks of life. Funded by the jurisdiction, which in Iowa is largely the municipality.

The School Library - for students and faculty at Kindergarten through high school institutions. The parent institution (the School District) funds and houses the library and determines its staffing.

The Academic or College/University Library - Similar to the school library, this type of Library exists to serve the students and faculty members on its campus, to provide support for the curriculum being taught, to provide assistance and training in the use of the Library and research methodology, and in the case of the three Regents' universities, serve as a type of "last-resort" resource center for the State's diverse information needs.

The Special Library - consisting of health services libraries, corporate libraries, law libraries, - in other words, collections of a very specialized and technical nature, parts of which may be proprietary.

These, in brief, are ways the libraries in Iowa, and elsewhere, differ. Who we are serving and with what subject matter are the broad strokes of that differentiation. Among the many aspects that we share is the common struggle for adequate funding.

But that is an old, long and sad story. What I really want to share with you tonight before you go off for cocktails and fine dining, is that common mission among these types of libraries - the positive force that pulls us together, the essence of being LIBRARIES. And I want to tie that mission in with at least one of the themes of the conference: Democracy, Literacy, and Productivity.

The mission shared by all types of libraries is what makes this Conference and the White House Conference to follow so vitally important to the survival, the efficient functioning, the progress and the development of our economic and political systems. We in Iowa are threatened with a complacency derived from our high literacy rate and relatively high scores on some national tests. Your presence here today and the Governor's commitment to such a conference as this signals your healthy discomfort with the complacency. In Iowa, despite these signs of success, we too are finding indications that the educational system is not as strong as it could and should be.

To his provocative and disturbing book, The Closing of the American Mind, Allen Bloom has given the subtitle, "How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students." FAILED DEMOCRACY. IMPOVERISHED SOULS. These are chilling and frightening words. Is this happening in Iowa? What can we do to redirect our educational institutions and our

libraries to strengthen democracy and to enrich souls? It is my contention that the Library - the generic "Library," all types of libraries - serves as the heart of this system that is failing and we can, with some triple by-pass surgery, restore the system as we restore the heart.

The mission of the Library is to provide a means of access to the depth and breadth of human knowledge, to collect and organize that knowledge in a decipherable manner that allows timely retrieval and opens paths to related topics and implications. A Library makes available all forms of expressions of the human experience. Its very design is to facilitate the pursuit of diverse individual interests and self-direction.

The crisis in education is characterized by the products of that process: the students. - Students who perhaps can score well on the standardized tests, but who have not learned to deal with complexities, to make judgments, to lead - (Isn't it interesting we are also experiencing a "crisis in leadership" almost simultaneously?) - Students whose curiosity has been stifled and among whom pushing out the edge is all but unknown. Democracy is a system which maximizes the contributions of its citizens to society. It is a system that is dependent on the ability of its citizens to respond to circumstances and ideas, plans and events - and to be stronger for it. The Library is where the skills to absorb, to evaluate, and to expand are honed to excellence. The Library is the laboratory in the learning process. By overlooking the Library, we are failing democracy and indeed impoverishing souls.

Iowa libraries are blessed with the support of people like you, willing to give your time and efforts that will bring the Library to center-stage and help to recognize all we can do together. We need your help to find and suggest ways we can work together, forge coalitions, and unify our efforts to revitalize the heart of our democratic system, the Library.

Iowans are enjoying as never before the benefits of our rich network of libraries. All measures of Library use are up; the staffs complain that they can't keep up, but only weakly, as it is truly a sense of pride and accomplishment that we who work in Libraries share as a result of the confidence our clients have shown in our abilities to serve their needs. Prospective employers and investors in our communities are inquiring about the quality of Library services, recognizing that that quality reflects the communities investment back in its people. Preschoolers, students, job seekers, the elderly and the upwardly mobile all rely on the resources and resourcefulness of the Libraries and their staffs to quench the thirst for knowledge. We can't do it alone.

You are here to help us, to help us with direction, with leadership and with vision. During the next couple of days, you will be forging a new path for Iowa libraries, a path from which we can better serve the complex and diverse needs of the people of Iowa. The path must include a visionary leadership to keep us united and inspired, the means to communicate and cooperate with one another to keep us efficient, and the statewide support at all levels that will allow us to realize the effectiveness we know is possible.

Again, I thank you for your time and energies in this process. The next ten years are promising ones for Iowa's future and your work here will provide the Library dimension to that future.

Nicky Stanke's address was included in the "Proceedings" at the request of the conference Steering Committee. Robert Waller's speech was also requested by the Committee. Waller declined the request to include his speech because he will be presenting the same speech at the ILA conference in October.

STEERING COMMITTEE FOR STATE CONFERENCE

CONFERENCE CO-CHAIRS

Carl Orgren, Director
School of Library And Information Science
University of Iowa
Iowa City

Kay K. Runge, Director
Davenport Public Library
Davenport

COMMITTEE MEMBERS

Ted Anderson, ILA Lobbyist
Des Moines

Christie Brandau, Assistant State Librarian
State Library of Iowa
Des Moines

Tami Chumbley, Children's Librarian
Cedar Falls Public Library
Cedar Falls

Cynthia Dyer, Director
Dunn Library, Simpson College
Indianola

Nancy Eaton, Dean of Library Services
Iowa State University
Ames

Kay Elliott, Librarian
Department of Human Services
Des Moines

Louise Falk
Onawa

Catherine M. Ford, Director
Library, Department for the Blind
Des Moines

Phyllis Goldberg
Shenandoah

Nancy Haigh
Information Services, State Library of Iowa
Des Moines

Dennis Hinrichs, Library Media Specialist
Mt. Pleasant High School
Mt. Pleasant

Donald Kamps, Director of Learning Services
North Iowa Area Community College
Mason City

Susan Kling, Director
Marion Carnegie Library
Marion

Judith A. Leavitt
Cedar Rapids Information Center
Rockwell International--Collins Division
Cedar Rapids

Beverly Lind, Director
Waterloo Public Library
Waterloo

Leon Maxson, Media Director
Southern Prairie AEA 15
Ottumwa

Thelma Ruter
Wellsburg

Herb Strentz, Dean of Journalism
Drake University
Des Moines

Katherine Von Wald, Administrator
Central Iowa Regional Library System
Des Moines

Eileen Watje-Spencer, Library Media Specialist
Denison School District
Denison

Mary Wegner, Director
Medical Library, Iowa Methodist Medical
Center
Des Moines

Shirley George, State Librarian of Iowa
State Library of Iowa
Des Moines

EX-OFFICIO

Gerry Rowland, Liaison
State Library of Iowa
Des Moines

STEERING COMMITTEE SUB-COMMITTEES

PROGRAM

Cynthia Dyer, Co-Chair
Mary Wegner, Co-Chair
Dennis Hinrichs
Nancy Haigh
Susan Kling
Carl Orgren, Liaison

RULES AND RECOMMENDATIONS

Kay Elliott, Chair
Catherine Ford
Leon Maxson
Carl Orgren, Liaison

DELEGATE SELECTION & ORIENTATION

Beverly Lind, Chair
Ted Anderson
Louise Falk
Thelma Ruter
Eileen Watje-Spencer
Shirley George, Liaison
Carl Orgren, Liaison
Kay K. Runge, Liaison

PUBLIC RELATIONS

Tami Chumbley, Chair
Christie Brandau
Nancy Eaton
Phyllis Goldberg
Judy Leavitt
Kay K. Runge, Liaison

POSITION PAPERS/PROCEEDINGS
OF PRE-WHITE HOUSE CONFERENCE

Katherine Von Wald, Chair
Donald Kamps
Herb Strentz
Carl Orgren, Liaison

LOCAL ARRANGEMENTS

Kay K. Runge, Chair
Katherine Von Wald

EXHIBITS

Nancy Eaton, Chair
Dilys Morris
Dan Cates
LaWanda Roudebush
Dreama Deskins
Nancy Haigh
James Rice